

KENTUCKY DEPARTMENT OF EDUCATION

STAFF NOTE

Action/Discussion Item:

701 KAR 5:110, Use of Local Monies to Reduce Unmet Technology Need (Final)
(Master Plan, Attachment B, under separate cover)

Applicable Statute or Regulation:

KRS 156.666, KRS 156.670, KRS 156.690, KRS 157.655, KRS 157.660, KRS 157.665

Action Question:

Should the Kentucky Board of Education give final approval to the 2007-2012 Kentucky Education Technology System (KETS) Master Plan and 701 KAR 5:110?

History/Background:

Existing Policy. 701 KAR 5:110 (Attachment A) incorporates the Master Plan for Education Technology by reference by date of revision. A new Master Plan comes forward every five years. The new KETS Master Plan is being presented to the Kentucky Board of Education to show planned activities and initiatives for the period from 2007 to 2012 and thus, the regulation must be amended to reflect that time period. The Master Plan itself is included as Attachment B (under separate cover). Both the regulation and new Master Plan are coming before the board for final approval in February.

The Kentucky Education Technology System (KETS) 2007-2012 Master Plan for Education Technology highlights the integration of instruction with educational technology to transform the way curriculum is taught and provides students with ready access to technology, both inside and outside of their classrooms. The driving force behind the Master Plan is ensuring that student classroom performance and their preparedness for higher education, military and workforce is kept at the forefront of any educational initiative that involves technology. We have moved far past the time of implementing technology for technology's sake or as a system that does not have direct connections with teaching, learning, productivity, student work, communications, decision making and leadership.

The Plan includes four areas of emphasis:

- Anytime, Anywhere, Always Focusing On Differentiated Teaching and Learning
- Data Driven Decision Making for Teachers and Administrators
- Capacity Building and Enhancement of Staff and Resources
- Efficiency and Governance

The KETS Master Plan describes how education technology will be used to improve teaching and learning for every child in Kentucky. Its goals are to ensure equity and ease of access to technology, to enhance the learning experience in the classroom for students and to prepare Kentucky's children to work in the Information Age once they graduate.

The intent of the KETS Master Plan, 2007-2012, is to build upon the state's past successes. This plan illustrates the path that will enable all students to become capable of understanding and leveraging technology. Education technology can provide students with the opportunity to realize their full potential. It extends instructional content beyond traditional school walls and leads students where every opportunity is open to them.

The Kentucky Department of Education (KDE) has identified many strategic educational initiatives that are ultimately aimed at advancing the learning proficiency of the student population within the Commonwealth of Kentucky. Within this master plan is a carefully planned vision, formed by overarching ideas, each comprised of clear initiatives that are intended to improve teaching, learning, efficiency, statewide collaboration and transparency to parents and the community. These initiatives illustrate the necessary steps that will elevate the students of Kentucky toward the leading edge of technology in the years to come.

More than any prior KETS Master Plan, this design has received input from focus groups, including students, university admissions staff, district teachers, district leaders, technology resource teachers, state agency leadership and the business community.

Staff Recommendation and Rationale:

Staff recommends final approval of 701 KAR 5:110 and the 2007-2012 KETS Master Plan. Changes in the regulation will update the Master Plan budget to reflect planned revenues and expenditures; continue the structure through which technology standards are defined; and, provide a context within which technology strategies can be aligned directly in support of educational initiatives and goals.

Groups Consulted and Brief Summary of Responses:

- Local Superintendents Advisory Council
- Commissioner's Superintendents Advisory Council
- Commissioner's Technology Advisory Council
- Kentucky Society of Technology in Education
- Gartner, Inc.
- A large variety of district representatives (e.g., Superintendents, Curriculum Supervisors, Finance Officers, Directors of Pupil Personnel, District Assessment Coordinators, Counselors, Education Technology leaders, teachers) were consulted and a variety of types of districts (e.g., large, medium, small, rural, urban, east, west, north, south) were selected as sample districts. An in-depth analysis from the following districts occurred: Ballard, Carter, Casey, Fayette, Laurel, Logan, McLean, Pike, and Scott Counties and Williamstown Independent.

- KDE Commissioner, Deputy Commissioners, and Associate Commissioners
- Student Technology Leadership Program including teachers, parents, and students
- Every district's education technology leadership staff (e.g., Chief Information Officers, District Technology Coordinators, Chief Education Technology Officer)
- Assessment Interest Group
- Administration and Finance Interest Group
- Communications Interest Group
- Teaching and Learning Interest Group
- Education Technology Vendors
- Former students, Connect Kentucky, and College Admissions Office staff

There has been recognition and appreciation that the KETS Master Plan was created using a fundamental change in philosophy. This philosophy was one of long-term vision, which includes school, district and state collaboration and initiatives. From the outset, the primary focus of the Office of Educational Technology and the other educational technology providers within the state was to understand and support the goals of schools, districts and state agencies. The consensus of the groups that were consulted was that this plan was on target in representing and prioritizing the educational initiatives that involve technology.

Impact on Getting to Proficiency:

In today's environment, educational initiatives that take full advantage of modern technology tools are key to enhancing the learning experience of students in the classroom, providing teachers with a wide range of differentiated teaching tools, improved decision making and communications, achieving proficiency, as well as preparing students for higher education, the military and the workforce after they graduate.

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Recommending Deputy

Interim Commissioner of Education

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